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ABSTRACT

Guided by Piaget's constructivist theory on how children learn, this book explores an innovative approach to teaching physical knowledge in preschool. Part 1 differentiates between "science education" and "physical-knowledge" activities, noting that physical-knowledge activities involve primarily movements of objects and changes in objects. This part further discusses the rationale for their use and the objectives that determine the principles of teaching physical knowledge. Part 2 is an account of different activities: rollers, target ball, inclines, water play, and the pendulum. Each activity is illustrated in terms of its planning, trial and evaluation. The actions of the children and the reactions of the teachers are also reported. The last part of the book stimulates the reader to go beyond the examples in the book and reveals how physical-knowledge activities can be invented and integrated into an ongoing program. Some of the sources for new ideas are games, objects, and toys as well as chapters on art, science, music, and outdoor play in early education contexts. Free play, snack time, outdoor play, and other incidental situations are suggested as ways to integrate the activities. (BC)

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